
Report to Education, Sport and Leisure Committee

Date of Meeting: 22 November 2012

Subject: Excellence for All Co-ordinators Update

Report by: Head of Education

1.0 Purpose

- 1.1. The purpose of this report is to update the Committee on the progress made by Excellence for All Co-ordinators.

2.0 Recommendations

- 2.1. It is recommended that the Committee note, comment on and challenge the progress made with raising attainment through the Excellence for All Co-ordinators.

3.0 Considerations

- 3.1. The vision of the Education Service is one of Achievement, Inclusion, Ambition and Excellence for All.
- 3.2. The service believes that this vision will be realised through out commitment to the principles that underpin the National Priorities in Education, Curriculum for Excellence and Getting is Right for Every Child.
- 3.3. Each of the three secondary school has been provided with dedicated resources to raise attainment of young people – particularly those identified as being the most educationally vulnerable. This additional resource is designed to build long term capacity to raise attainment and tackle under achievement in schools.
- 3.4. Each school now benefits from additional staffing focussed on building capacity in raising overall attainment. This staffing equates to an additional 1 full time equivalent for each establishment.
- 3.5. Excellence for All staff liaise with Senior Management Team, Pupil Support staff and wider faculty staff to support analysis of performance data. This data includes: attendance, exclusion, Free Meal Entitlement, achievement and attainment.

3.6 The Excellence for All Co-ordinators are working with staff in each the secondary schools to identify pupils at risk of underachieving.

Individual pupils will be profiled and their additional needs identified.

Tracking and monitoring approaches will be further developed and used to closely monitor the progress of the pupils.

Early intervention will be made where there is insufficient progress or cause for concern such as:

- Individualised support plans to address specific issues
- Contact with parents/carers to agree supports
- Provision of specific study supports/guidance
- Individualised coaching and mentoring sessions

Parents and carers will be fully engaged in the action planning process and will be encouraged to support their children.

3.7 Establishment Progress is outlined in Appendix 1.

3.8 All schools are engaging positively with this initiative. Impact will be monitored and further reports will be provided to future Education, Sport and Leisure Committee.

4.0 Sustainability Implications

4.1. There are no sustainability implications.

5.0 Resource Implications

5.1. Financial Details

5.2. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes

5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes

5.4. Staffing

6.0 Exempt Reports

6.1. Is this report exempt? Yes (please detail the reasons for exemption below) No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box)

- | | |
|--|-------------------------------------|
| The area has a positive image and attracts people and businesses | <input type="checkbox"/> |
| Our communities are more cohesive and inclusive | <input type="checkbox"/> |
| People are better skilled, trained and ready for learning and employment | <input checked="" type="checkbox"/> |
| Our communities are safer | <input type="checkbox"/> |
| Vulnerable people and families are supported | <input type="checkbox"/> |
| Substance misuse and its effects are reduced | <input type="checkbox"/> |
| Health is improving and health inequalities are reducing | <input type="checkbox"/> |
| The environment is protected and enhanced for all | <input type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence | <input type="checkbox"/> |

(2) **Council Policies** (Please detail)

8.0 Equalities Impact

- 8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?
Yes No

9.0 Legality

- 9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

10.0 Appendices

Appendix 1: Excellence for All Update

11.0 Background Papers


11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No

Author(s)

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Excellence for All Update

	Current Focus	Impact/success to date	Numbers of young people /year group
Alloa Academy	<p>Teacher groups set up for monitoring and cross observation with a new pro-forma and discussion format.</p> <p>Raising attainment by mentoring pupils at risk of not achieving 5@3 and 5@6 - including building capacity of all staff via HGL role; using comparator school data to set achievable goals for staff</p> <p>Raising aspiration by promoting former pupil success and knowledge of destinations, Saltire awards and ambassador roles.</p>	<p>Staff confidence in mentoring techniques has improved; pupils identified for mentoring feel better supported; parents engaged and supportive with mentoring.</p>	<p>All of S3 involved in Promoting Alloa enrichment days; 20+ S4 pupils identified; 17 S5 pupils identified.</p>
Alva Academy	<p>The current focus is to create a Mentoring Scheme within the school to raise attainment and recognise achievement within the selected group of pupils involved.</p>	<p>Impact of the Mentoring Scheme will be shown through the monitoring and tracking of the pupils as they engage in the scheme.</p>	<p>Overall, there are 48 pupils involved in the Mentoring Scheme</p> <p>There are 17 S3 pupils, 15 S4 pupils and 16 S5 pupils.</p> <p>These pupils were selected specifically due to their attainment profile.</p>

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Lornshill Academy	<p>Work has taken place with all Christmas 2012 leavers and all 2013 leavers.</p> <p>The Christmas Leavers 2012 are in the process of receiving coaching and mentoring to support them in to a positive destination post December 2012.</p> <p>All other leavers for 2013 have been identified and sub divided into various co-horts. This includes an S6 Elite group (Top 20%) on a mentoring programme for 60%. S4/S5 have a similar programme.</p> <p>In addition, we are piloting a mentoring programme with 50 identified S5 pupils all who achieved 5 standard grades or more at level 5.</p>	<p>A key focus at the moment is work to secure positive destinations for all our 2012 Christmas leavers. We have developed a self development employability framework document and also a mentoring document which records all achievements and goals. Pupils are now better engaged.</p> <p>As part of the curriculum architecture review we are engaging with faculties to look at short courses to ensure increased access and progression and assist with positive destinations. We are in the process of developing an Opportunity and Awareness event for January for all senior pupils and parents. This opportunity will be made available to pupils from all secondary schools.</p>	<p>We are working with 105 S6 pupils, 82 S4/S5 leavers and 50 S5 Elite Pupils.</p>